



Sacred Heart Catholic Primary

Parent meeting

Monday

26th June 2017



Welcome

Welcome and Introductions

- Ms Waters
- Mrs Rose
- Mr Graham-Ozanne



Composition of the Y1/Y2 classes

All three classes will be mixed ability. We will make the decision about which class your child is in once we receive the friendship slips. These are due on Wednesday 28th June and we will be able to let you know your child's class on Monday 3rd July.



Maths and Phonics

We will have four classes for maths. This will be two mixed ability Y1 classes and 2 mixed ability Y2 classes. This is due to the nature of the maths curriculum which requires different skills and knowledge taught in each year group.

Phonics will also be split based on the phonic phase at which your child is working. This is because your child needs to be secure with certain phonemes before they move on.

All other curriculum subjects will be taught in their mixed year group class.

Staffing for September 2017

Class teachers for the mixed Y1/Y2 classes will be –

Miss Burks (Phase Leader)

Miss Bennett (Assistant Head)

Mrs Brown

Miss Diamant (Maths only)

There will be a teaching assistant in each class.

Curriculum Examples

Children will not be repeating topics that they have already done.

The science and history have been planned across the mixed year group as there are very specific objectives to be covered.

Other foundation subjects such as art and geography have a small number of objectives to be covered by the end of the Key Stage.

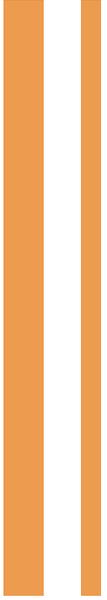
Examples follow on the next few slides.

Swimming

Arrangements for swimming will be finalised in the Spring term, but all children will have access to a year long swimming program as they do now.

Science	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1 and 2 for 17/18 Year 1 Objectives Year 2 Objectives	<p>Sc1/2.1 Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Sc2/2.2 Plants Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Sc1/2.2 Animals including humans Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Sc2/2.3 Animals including humans Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Sc1/3.1 Everyday materials Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Sc2/3.1 Uses of everyday materials Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Sc2/2.1 Living things and their habitats Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Sc2/2.1 Living things and their habitats Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

History	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1 and 2 for 17/18 KS1 Objectives	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Hi1/1.2 events beyond living memory that are significant nationally or globally	Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Hi1/1.3 significant historical events, people and places in their own locality.	Hi1/1.3 significant historical events, people and places in their own locality.



KS1 Art & Design

The National Curriculum for Art & Design in Years 1 and 2.

Pupils should be taught:

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS1 Geography

The National Curriculum for Geography in Years 1 and 2. Hover over [blue text](#) to see non-statutory examples.

Ge1/1.1 Location Knowledge

Ge1/1.1a name and locate the world's 7 continents and 5 oceans

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge1/1.2 Place Knowledge

Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Ge1/1.3 Human and Physical Geography

Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Ge1/1.3b use basic geographical vocabulary to refer to:

1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Ge1/1.4b use simple compass directions (North, South, East and West) and [locational and directional language](#) to describe the location of features and routes on a map

Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Transition

There will be plenty of opportunities for your children to meet their new class teacher.

Key Dates:-

10th July:- Joint activities with new class in new classroom.

19th July: - Meet the Teacher



Monitoring

We have enlisted the support of two key stage leaders from other schools within the Deanery. These leaders will support our monitoring at the end of each half term and provide an external and independent source of reporting.



Governor Support

Mr Mark Graham-Ozane will be the governor responsible for monitoring the progress of children in all three classes. The phase leaders from St John Fisher and St Teresa , along with our own monitoring will be reported to him each half term.



Questions?
